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ABSTRACT

This book is one in the Children's Activity Series of books to promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum itself. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Each activity begins with a statement of the purpose of the activity and a brief description of the activity "in a nutshell." Other activity sections outline any advance preparation needed to conduct the activity, identify items for student use, detail the steps for the process of the activity, list new words used in the activity, and explain how to integrate lessons into language arts, social studies, and other areas of the primary curriculum. Reproducible masters for student activity sheets and teacher patterns are included for each activity. This book in the series uses the activity format to provide a framework for teaching important social skills to young children. It focuses on seven important social skills: the need for rules, authority, individual rights and respect for others' personal space, cooperation, property, following directions, and responsibility. (NB)

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# Caring, Sharing and Getting Along

## Children's Activities in Social Responsibility

Mary Dell Johnson, MEd

Illustrated by Laurie Edmonds

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# Caring, Sharing and Getting Along

## Children's Activities in Social Responsibility

**Mary Dell Johnson, MEd**

*Illustrated by Laurie Edmonds*

ETR Associates
Santa Cruz, California
1993

## About ETR Associates

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality publishing, training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

## About the Author

Mary Dell Johnson, MEd, taught elementary school for thirty years. She has been honored by the Joint Council on Economic Education for teaching economic education at the primary level and received a grant from the International Paper Company for a class creative writing project. She has been a cooperating teacher for the department of education at the University of Arkansas at Pine Bluff, where she taught creative writing to children in a special program, and a member of the advisory council for the gifted and talented program of the Pine Bluff School District. She is also a member of the Home Instruction Program for Preschool Youngsters advisory council and the Arkansas Nonpublic School Accrediting Association team.

## About the Activity Series

This is just one of many titles in the creative **Children's Activity Series** from ETR Associates. Each fun-filled activity book has a companion poster, available in bulk quantities, to reinforce its important health message. Color them in! Hang them up! Send them home! These resource books and posters are designed to help you build students' health skills in school *and* at home! For more information and a free catalog, call toll-free 1-800-321-4407.

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# Series Introduction

The **Children's Activity Series** promotes awareness about health, family life and cultural diversity for children in kindergarten through third grade. Each book focuses on a topic that can be difficult for elementary school teachers to address. Activities have been specifically designed to help children grow into adults who:

- feel good about themselves;
- interact with others;
- choose a healthful lifestyle;
- avoid tobacco, alcohol and other drugs;
- are open to the diversity of our world and its cultures; and
- contribute in a responsible way to society.

The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Teachers can use the various interactive and lively activities as-is or adapt them to meet the needs of their specific situations.

The format of each activity is designed to help teachers easily prepare for the busy hands-on work. The **Get Ready, Get Set...** section outlines any advance preparation needed to conduct the activity. All items for student use are clearly identified in the **Materials for Children** section. The steps for the process of the activity are detailed in the **Here We Go!** section. Reproducible masters for student activity sheets and teacher patterns are found at the end of the activity.

The books in the **Children's Activity Series** are developed by authors familiar with both the content and process appropriate for primary school students in specific topic areas. And most importantly, the activities have been tested with children and have proven to be both educational and FUN.

# Author's Introduction

When young children move from the secure, familiar environment of home to the larger world of school and community, they may not bring with them the social skills needed to enable them to make the adjustment and feel comfortable in their new environment. Children in early education settings are ready for an introduction to the important interpersonal skills that they will use throughout their lives. Helping children to understand the basic concepts of how to relate to others in the world around them is really giving them the keys to successful learning and productive life.

My years of experience as a teacher of primary grade children have taught me that children who misbehave are children who misunderstand. They don't understand what is expected of them. So-called discipline problems begin to disappear as children gain an understanding of the basic concepts of good social skills.

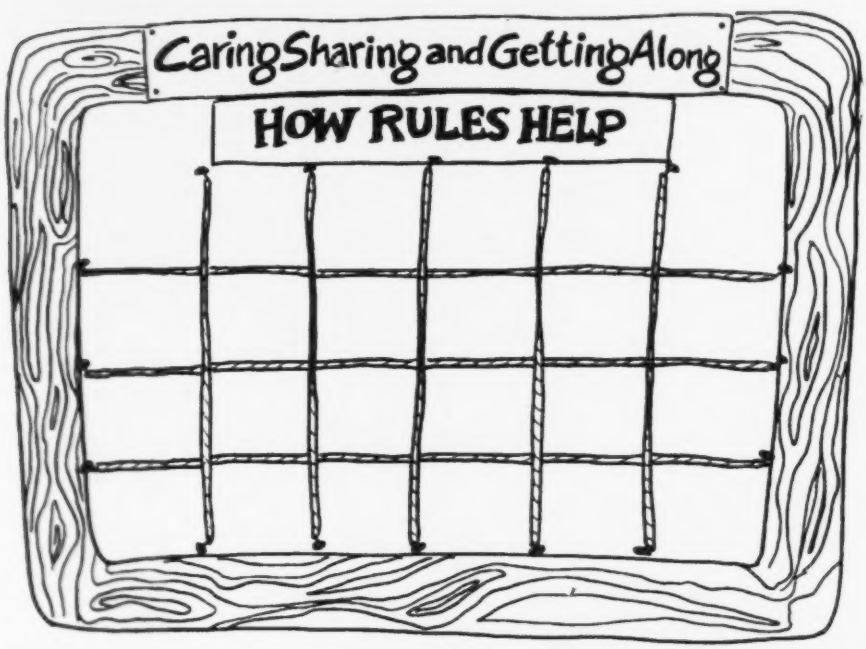
The activities in this book allow children to be directly involved in the learning process by contributing and sharing their own experiences and ideas. The concepts are presented in a variety of ways, including real-life situations, games and a fanciful story. All allow for expanding and explaining in ways that are quickly understood by young children.

The book focuses on seven of the most important social skills, beginning with "How Rules Help." This concept demonstrates why rules are necessary and emphasizes the safety and order that rules provide. Children discuss their family rules, and this discussion can be extended to include school and community.

Five additional concepts cover authority, individual rights and respect for others' personal space, cooperation, property, and following directions. The final concept looks at responsibility, which, I feel, encompasses the characteristics of all the others. You may choose to change the order, depending on the needs of your group.

These social skills will be addressed over and over throughout the school year, sometimes for the whole class, but more likely for individual children. To serve as a reinforcement and teaching aid, I suggest you set up a bulletin board devoted to the concepts in this book.

Locate the board where it can be easily seen from any point in the classroom. You may use the design shown here, or you may choose to create your own. The theme and title of this book, "Caring, Sharing and Getting Along," will be the permanent title for the board. It also makes an excellent theme for a classroom.



The board will be a dynamic one, changing the subtitle to highlight each concept as the children progress through the activities. There should be space for each child to display her or his writing and artwork.

As you go through these activities with your students, you will add ideas of your own, and perhaps some that come from the children themselves. This book provides a framework for teaching important social skills to young children.

Mary Dell Johnson

# 1 How Rules Help

## Purpose

To help children understand that rules help people live and work together.

## In a Nutshell

Children participate in an activity that depicts traffic at an intersection. They discuss how rules help people and traffic cross safely at intersections. They think about family rules and how these help the family. They then write about or draw pictures of rules they think are important.

## Get Ready, Get Set...

- Make four traffic signals. Cut four circles out of red construction paper and four circles out of green construction paper. Glue the red and green circles back to back with a tongue depressor or other flat stick between them to serve as a handle.
- Make neighborhood signs. Draw or cut out magazine pictures of a home (use a dwelling appropriate for your children's neighborhood), a store, a park and a zoo animal. Glue a different picture to each of four pieces of posterboard. Label each picture: Home, Store, Park, Zoo.
- Arrange classroom furniture to form two wide aisles that intersect. See the **Street Intersection Diagram** teacher page.
- Prepare a bulletin board with the title "How Rules Help."
- Gather materials for children and copy activity sheet for each child.

## Materials for Children

- ★ An Important Rule activity sheet
- ★ pencils or crayons

## Here We Go!

1. Point out the aisles you've arranged. Tell children that today they're going to pretend these are streets. Point out the intersection of the two "streets."

   Choose four children to act as cars driving down the streets. Choose four more children to hold the neighborhood signs. Give each of these children a sign and have one stand at each end of the streets.

   Place the children who will be acting as cars midway between the ends of the streets and the intersection. Tell the cars that they are to drive through the intersection to reach the picture at the opposite end of the street.

   Tell the cars to move quickly through the intersection toward their destinations. Remind them to keep to the right side of the aisle and to go straight through the intersection.

   When the cars reach their destinations, discuss the experience with the class. Did the cars have problems crossing the intersection? Did they bump into each other?

What caused the problems? Help children understand that the cars didn't know who should go through the intersection first.

Ask children what could be done about this problem. How do drivers and pedestrians (the people walking) know when to stop and when to go? Explain that we have rules that help us drive and walk safely.

2. Show children the traffic signals you've made. Ask them what the signals mean. Choose four children and give each one a signal. Station the signals at the corners of the intersection.

   Have two opposite signals face each other with the red circle showing. Have the other two face each other with the green circle showing.

   Now have the cars go through the intersection again. Remind them to stay to the right and go straight through. This time, tell them to obey the traffic signals. When the cars facing the "go" signals have crossed, have the signals turn their signs around to allow the other cars through the intersection.

   Repeat the activity. Allow different children to be the cars this time. Reverse the signals several times to let a few cars cross each time. Ask children what might happen if someone went through the "stop" signal.

3. When children have completed the activity, lead a discussion of how signals and rules helped the cars cross safely. Point out that signals and rules also help keep walkers safe from cars when walkers are crossing the street.

Ask children for examples of other helpful rules (school rules, game rules, etc.). Ask children what rules their families have. What family rule is hardest for them to follow? Why is it so hard? How does that rule help the family?

Point out that many rules help us share things. Traffic signals and rules about driving help us share the streets without bumping into and hurting each other.

Ask children to think of things in the home that families have to share, e.g., the bathroom, the phone, the TV. Point out that just as rules make it easier to move safely along the streets, they make it easier for families to live together. Add that school and classroom rules also make it easier to get along together.

4. Distribute the **An Important Rule** activity sheet and pencils or crayons. Tell children to draw a picture of a rule they think is very important. Ask for volunteers to share their rules and explain why their rules are important. Post children's work on the "How Rules Help" bulletin board.

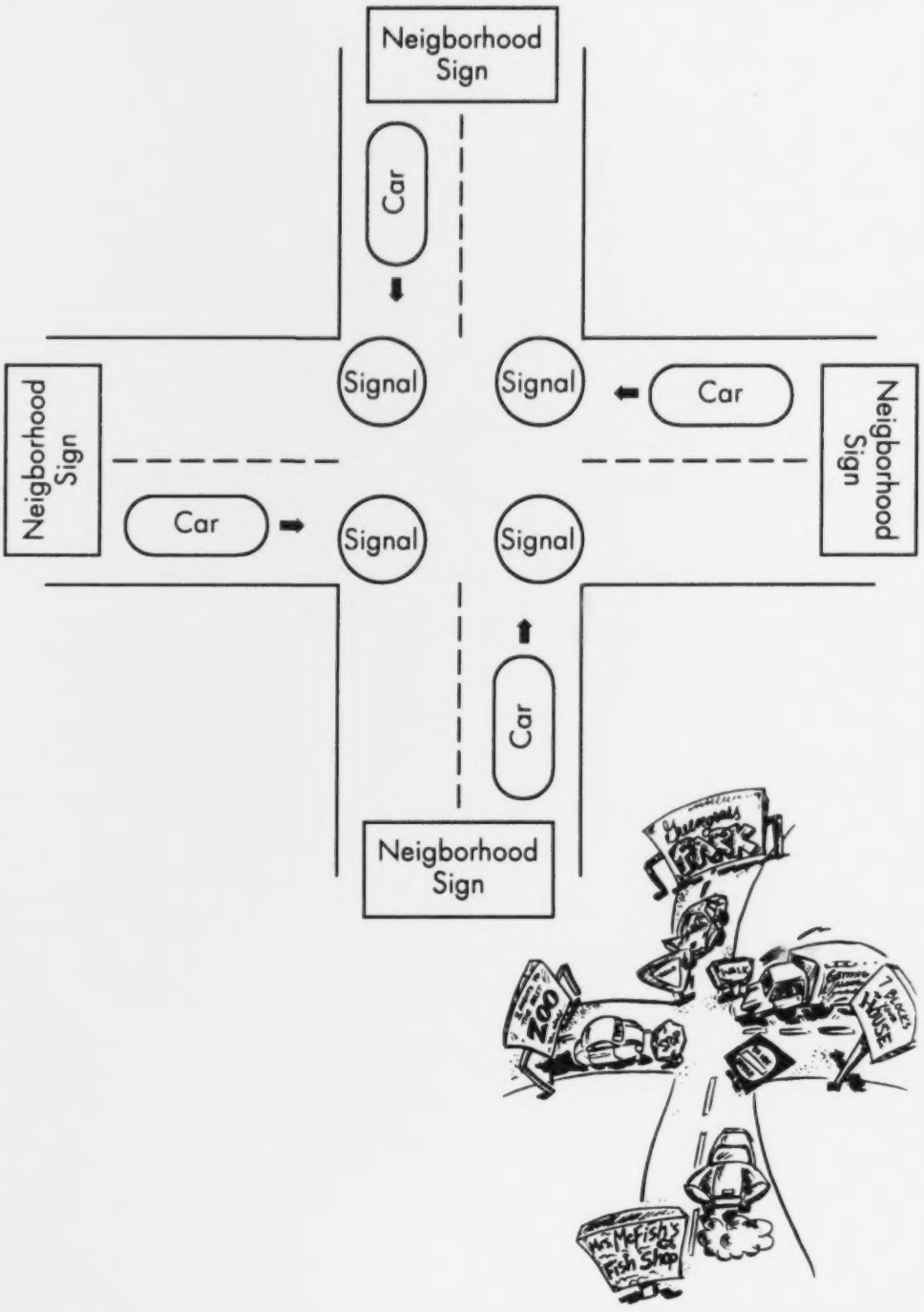
## New Words

intersection, pedestrian, rules, safe, share

## Where It Fits

art, language arts, social studies

# Street Intersection Diagram

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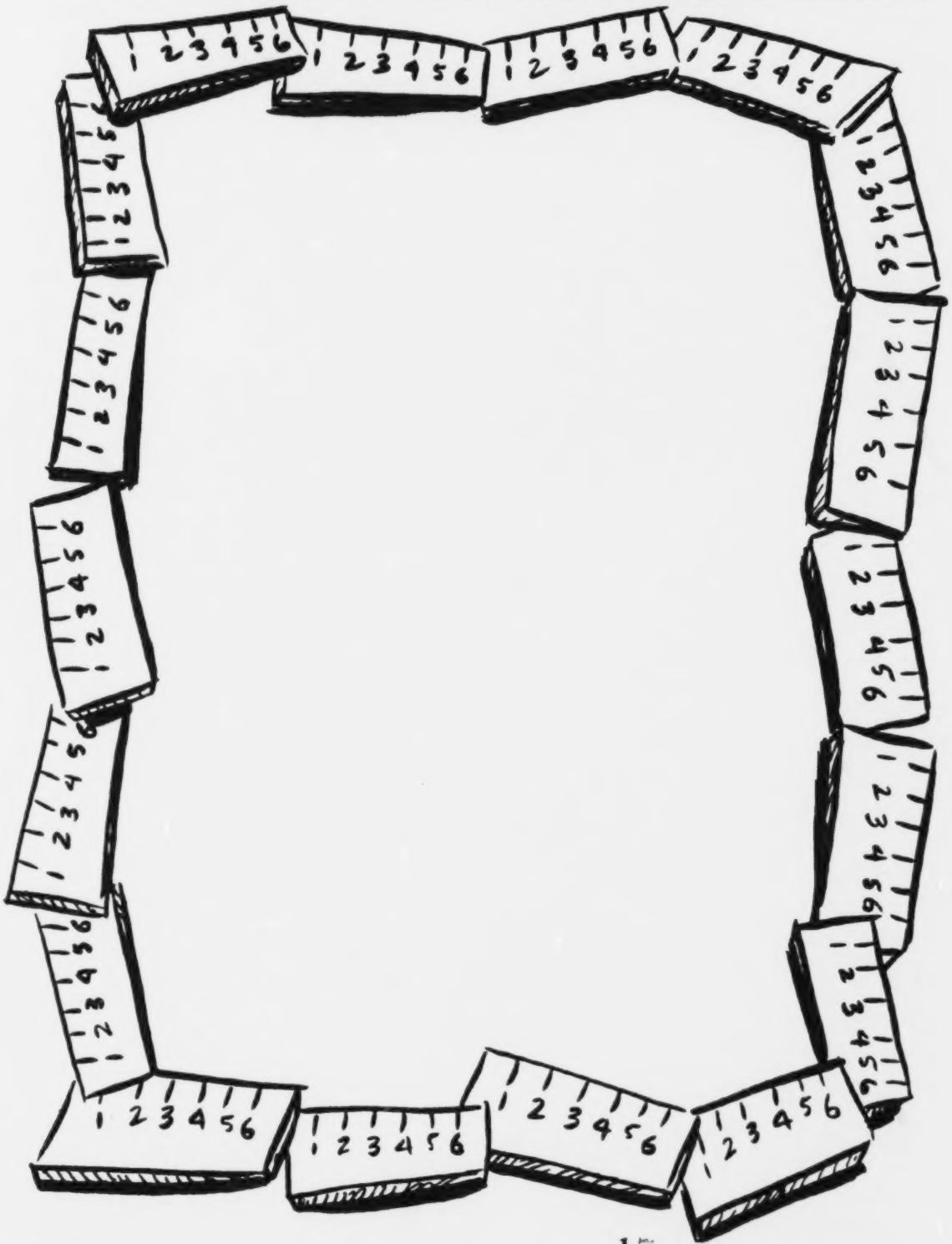
# An Important Rule



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# 2 Who's in Charge?

## Purpose

To help children understand that people in authority can be helpful.

## In a Nutshell

Children play a game of Simon Says. Then they draw pictures of authority figures and the places where they are in charge.

## Get Ready, Get Set...

- Prepare a bulletin board with the title "Who's in Charge." Use markers or narrow strips of paper to indicate several streets on the bulletin board (see page 11).
- Gather materials for children and copy activity sheets for each child.

## Materials for Children

★ Who's in Charge Here? activity sheets
★ pencils and crayons
★ scissors

## Here We Go!

1. Have children stand up to play a game of "Simon Says." Explain the rules of the game. Choose a leader for the game or lead it yourself.

   After a few minutes, stop the game. Tell children they are going to play the game again, but this time without a leader. When children realize that they can't play the game without a leader, have them sit down.

   Ask children if they can think of any ways to play the game without a leader. If children have any suggestions, try them (although they probably won't work).

2. Lead a discussion to help children understand that it's important to have someone in charge of an activity like the game. Ask children if it was easier to play when the game had a leader. How did the leader help? What did the leader do when someone made a mistake?

   Help children understand that it's OK for the leader to let us know we've made a mistake. Ask how the leader knew a mistake was made. Point out that the leader, the person in charge, had to know the rules of the game.

   Ask children to think of other people who are in charge of things. What are they in charge of? How do they help others? Possible responses include:

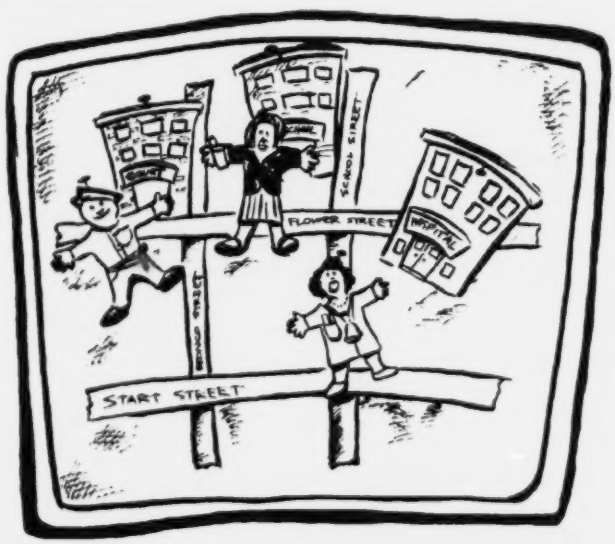
   - The teacher is in charge of the classroom. She or he helps children learn.
   - The principal is in charge of the school. She or he helps students and teachers do their work.
   - The food service director is in charge of the cafeteria. He or she helps people get good food to eat at school.

- The librarian is in charge of the library. He or she helps others find good books to read and find information they need to know.
- Police officers are in charge of traffic. They help people get to where they want to go.

Ask children who is in charge of their families. How does the person in charge help others in the family?

3. Distribute the **Who's in Charge Here?** activity sheets, pencils, crayons and scissors. Tell children to decorate the body outline on the first page to look like (or represent) someone who is in charge, someone in authority (teacher, principal, parent, police officer, etc.). Have children cut out the figure.

   Tell children to decorate the building on the second page to show what the person they just made is in charge of (classroom, school, home, traffic, etc.). When they have finished their drawings, help children make a community map by placing both pictures along the streets indicated on the "Who's in Charge" bulletin board.



## New Words

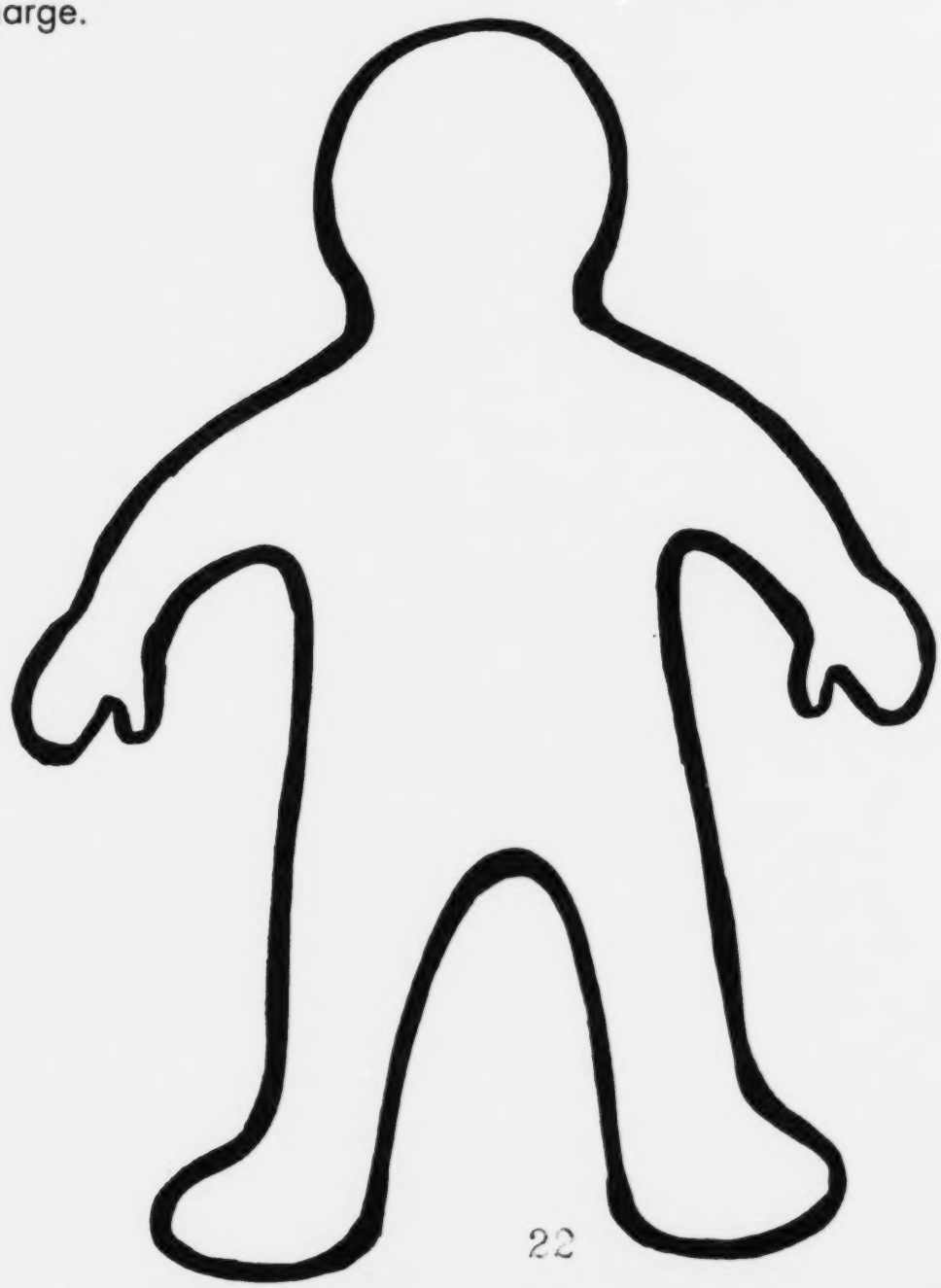
authority, leader

## Where It Fits

art, social studies

# Who's in Charge Here?

*Directions:* Decorate this figure to look like someone you know who's in charge of something. Then decorate the building on the next page to look like the place where this person is in charge.



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# Who's in Charge Here?

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# 3 Our Personal Space

## Purpose

To help children understand that everyone has a personal space and that we must be considerate of others' personal space.

## In a Nutshell

Children participate in an activity that demonstrates the concept of personal space. After a discussion, they draw pictures of or write about a favorite or special place.

## Get Ready, Get Set...

- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheets for each child.

## Materials for Children

- ★ Sharing Personal Space activity sheet
- ★ Rights and Limits activity sheet
- ★ My Personal Space activity sheet
- ★ pencils and crayons
- ★ scissors
- ★ glue

## Here We Go!

1. Have children stand. Tell them to stretch out their arms. If their fingertips touch someone else's, tell them to adjust their positions. Tell them to turn to the right and again stretch out their arms, adjusting their positions so they don't touch anyone else.

Tell children to keep their arms outstretched and slowly turn full circle while staying in place. When they've completed the circle, explain that they have just measured their personal space. Tell them to turn slowly once more and look carefully at their space as they turn.

Show children the word card for *personal*. Pronounce it. Ask children what this word means. Explain that the word *personal* means individual, private, having to do with the body. So your *personal space* is that space very close to you, within your reach.

Ask children if they ever share their personal space. Are they sharing their space now? What happens when you stretch out your arms while you sit at your desk? Can you touch someone or someone else's desk?

Ask children how we should behave when we share personal space. Explain that we need to think about the others near us. We need to respect each other's personal space.

Distribute the **Sharing Personal Space** activity sheet. Tell children to color each person's space a different color.

2. Show children the word card for *right*. Explain that a right is something we are allowed to have or do. Laws give us rights. Sometimes people have just agreed for a long time that something should be a right. Tell children that we all have a right to live and work peacefully within the rules of our families, schools and communities.

   Help children understand that some things may be fun or seem OK to the person who does them, but he or she may actually be going beyond the limit of his or her rights. Explain that our rights do have limits and that each one of us is responsible to see that we do not go beyond those limits.

   Tell children that a limit is an imaginary stop sign. It is like a fence that means your rights end here and someone else's begin.

For example, if we have a yard to play in, then we have a right to play in that yard. But we don't have a right to climb the fence into a neighbor's yard. The fence is the limit of our rights.

We have a right to play with the toys at school, but only when the teacher says it's time to play. We don't have the right to play with toys when it's time to do our schoolwork. And we don't have a right to take a ball away from other children so we can play with it.

Distribute the **Rights and Limits** activity sheet, red crayons, scissors and glue. Tell children to color and cut out the stop signs. Tell them to glue a stop sign on each picture that shows someone going beyond the limit of her or his rights.

3. Show students the word card for *trespass*. Pronounce it. Ask children if they know what this word means. *Trespass* means to go on someone's property without permission, for example, running across a neighbor's yard.

   Explain that sometimes we trespass into other people's personal space. We come too close. We touch or crowd or push. Ask children how they feel when this happens. Emphasize that we must be careful not to trespass into other people's personal space.

   Compare sharing space and trespassing. Explain that sharing space means people have agreed to stand, sit, walk, work or play together in a shared space. Trespassing is sitting, walking, pushing or crowding into a space where you should not be, when other people have not agreed that you may share that space.

4. Ask how many people are sharing the classroom. Ask children to think of how many people share their homes. Explain that the more people there are in a group, the more personal spaces there are. At school, we must share one room with all our classmates and a teacher.

   Ask children to think of other places where personal space must be shared, e.g., the movies, church, the school bus, a car, a table.

Ask children who they like to share personal space with, e.g., family members, friends, pets. Point out that we probably don't want to share our personal space

with people we don't know. You may want to emphasize the importance of not letting strangers come too close.

5. Distribute the **My Personal Space** activity sheet, pencils and crayons. Tell children to draw a picture of a favorite or special place or a personal space they like to share. Encourage children to share their pictures and talk about their personal space.

## New Words

limit, personal, personal space, right, trespass

## Where It Fits

art, language arts, social studies

# Sharing Personal Space

*Directions:* Color each person's personal space a different color.

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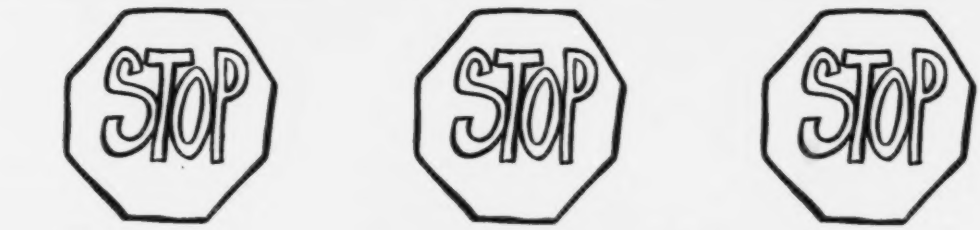
# Rights and Limits

*Directions:* Color and cut out the stop signs. Glue a stop sign on each picture that shows people going past their limits and not respecting other people's rights.

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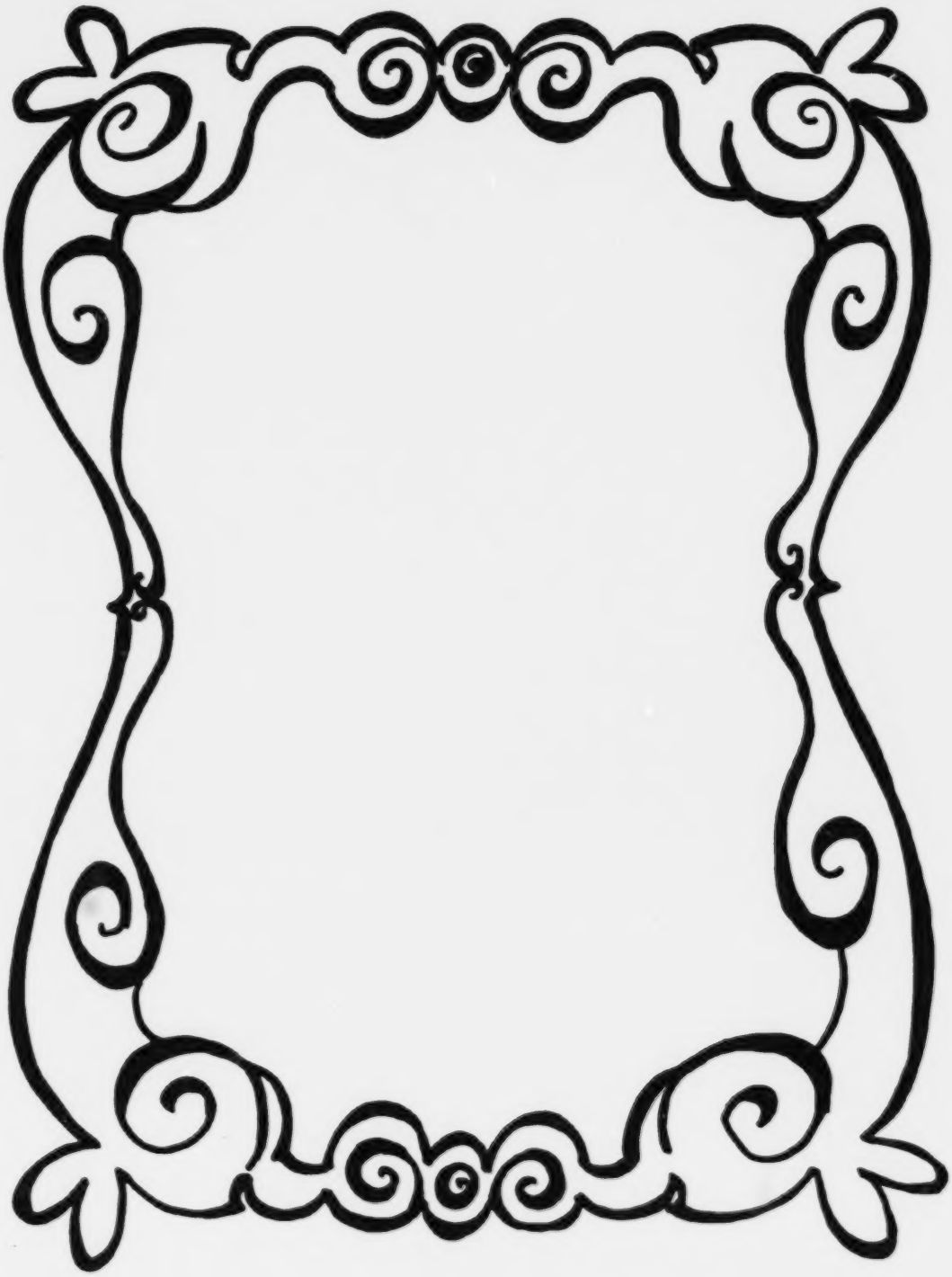
# My Personal Space



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# 4 Many Hands Make Things Happen

## Purpose

To help children understand that cooperation makes tasks easier.

## In a Nutshell

Children compare the time and work needed to complete two different projects when done individually or by a group.

## Get Ready, Get Set...

- Arrange twelve books on a shelf or table in four stacks of three books each. Have an additional 36 books ready to add to these stacks during the activity.
- Cut brightly colored sheets of construction paper into strips 1/2 to 3/4 in. wide. Have at least four different colors.
- Prepare a sample mosaic, using one of the **Mosaic Design *Examples*** as a pattern.
- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheet for each child.

## Materials for Children

- ★ Teamwork activity sheet
- ★ 8-1/2 in. x 11 in. piece of light-colored construction paper for each child
- ★ two strips each of four different colors of construction paper for each child
- ★ scissors
- ★ glue

## Here We Go!

1. Point out the stacks of books. Ask one child to move the books, one stack at a time, to another location. Then ask a group of four children to move the stacks of books back to their original location. Each of these children should carry one stack of books.

Compare the time it took one child to do the task to the time it took four children working together to do the task. Ask children who had the hardest task.

Ask children what could have been different if the four children had made as many trips as the first child made. Add 36 books to the original stacks to show how many more books could have been moved by the group than by the child working alone.

Ask what would have happened if two of the four children working together had not cooperated and done their share. Show children the word card for *cooperation*. Explain that *cooperation* means working together to get something done.

2. Ask children to think of a job that is done by one person working alone (bus driver, teacher in the classroom). Discuss the need to cooperate with someone who is working alone. How can we help the bus driver or the teacher do her or his work?

   Ask children how many family members share the task of cooking dinner. How can children help at home? Help children understand that sometimes we cooperate by sharing the work and sometimes we can cooperate by making it easier for people working alone to do their jobs.

   You may want to suggest some of the following ways to cooperate:

   - sitting quietly on the bus or at a desk
   - following instructions from the bus driver or teacher
   - staying out of the kitchen when people are cooking
   - helping to set the table

3. Distribute the **Teamwork** activity sheet. Tell children this page shows several jobs that are easier to do if people work together. Ask them to draw in each box the people who could do the job. Explain each job to children before they begin their drawings.

4. Show children the **Mosaic Design** you made. Demonstrate how to cut and glue the construction paper pieces to make the design. Tell children they are going to make a mosaic design that looks like yours. Explain that some children will work alone and some will work in groups.

Choose four children to work alone. Divide the rest of the class into groups of four. Give each child working alone the materials for the mosaic, including light-colored construction paper, two strips of construction paper in each of four different colors, scissors and glue.

Give each student working in a group one piece of light-colored construction paper, two strips of the same color construction paper, scissors and glue. Be sure each child in the group has strips of a different color than the others in that group.

Tell children to cut the strips of paper into pieces similar to those in the picture you made. When they have cut the pieces, tell them to glue the pieces to the larger piece of construction paper to make a picture similar to the one you showed them. Children working in groups should share their pieces with each other.

When most of the children have finished, discuss the activity. Did the children in groups finish their pictures before the children who were working alone? Why? Lead children to understand that sharing the task of cutting up the paper strips helped the children in groups do the work faster.

Allow time for children who have not finished to complete their pictures. Tell these children that they can ask another child to cooperate with them to help them finish their pictures. Display the mosaics in the room.

## New Words

cooperation, mosaic

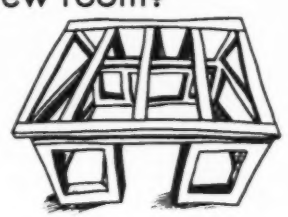
## Where It Fits

art, health, language arts

# Teamwork

1. There are a lot of dirty dishes. Who will wash them, dry them and put them away?

2. The Smiths need a bigger house. They need a room for Grandfather. Who will build the new room?



3. You want to play a game. Who will play with you?

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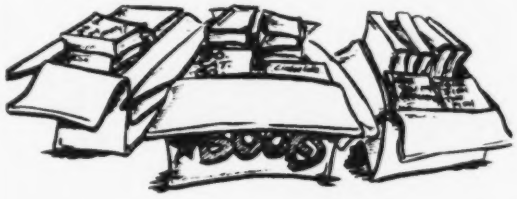
# Teamwork

4. Your family has a new puppy. Who will feed the puppy every day?

5. Your class has three boxes of new books. Who will put them away?



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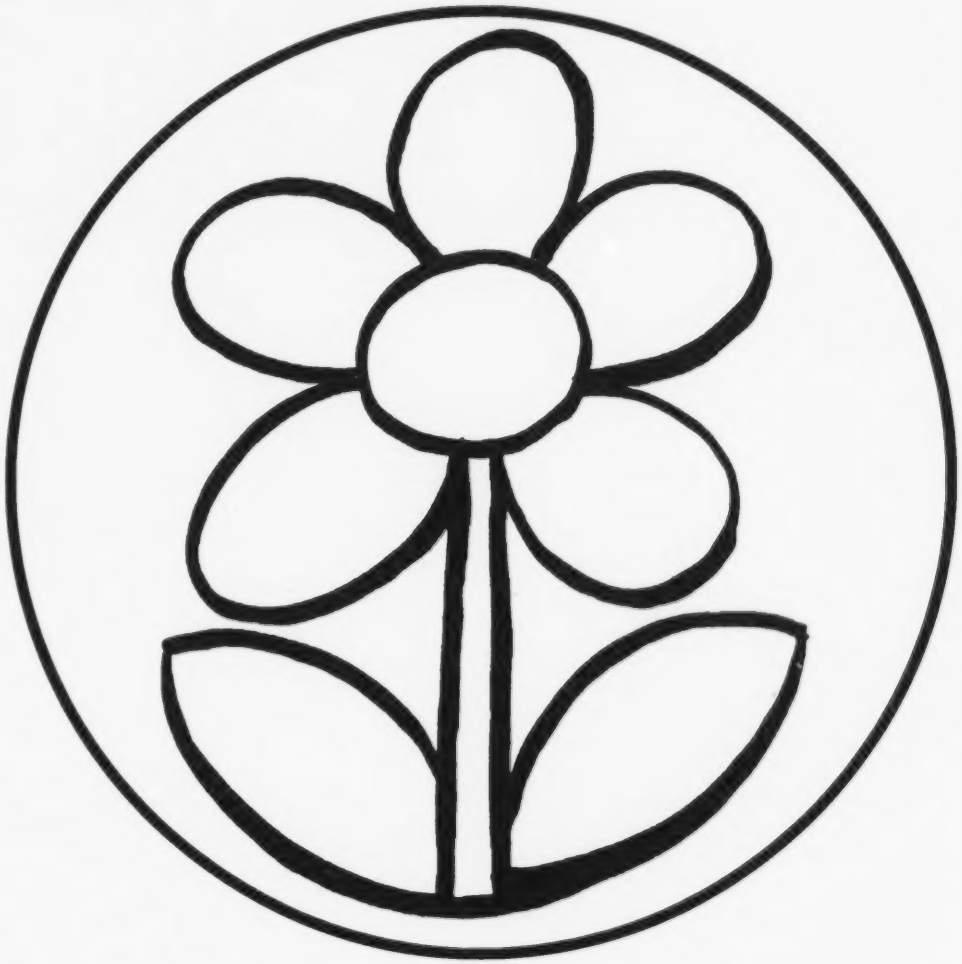
# Mosaic Design

## Example



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# Mosaic Design

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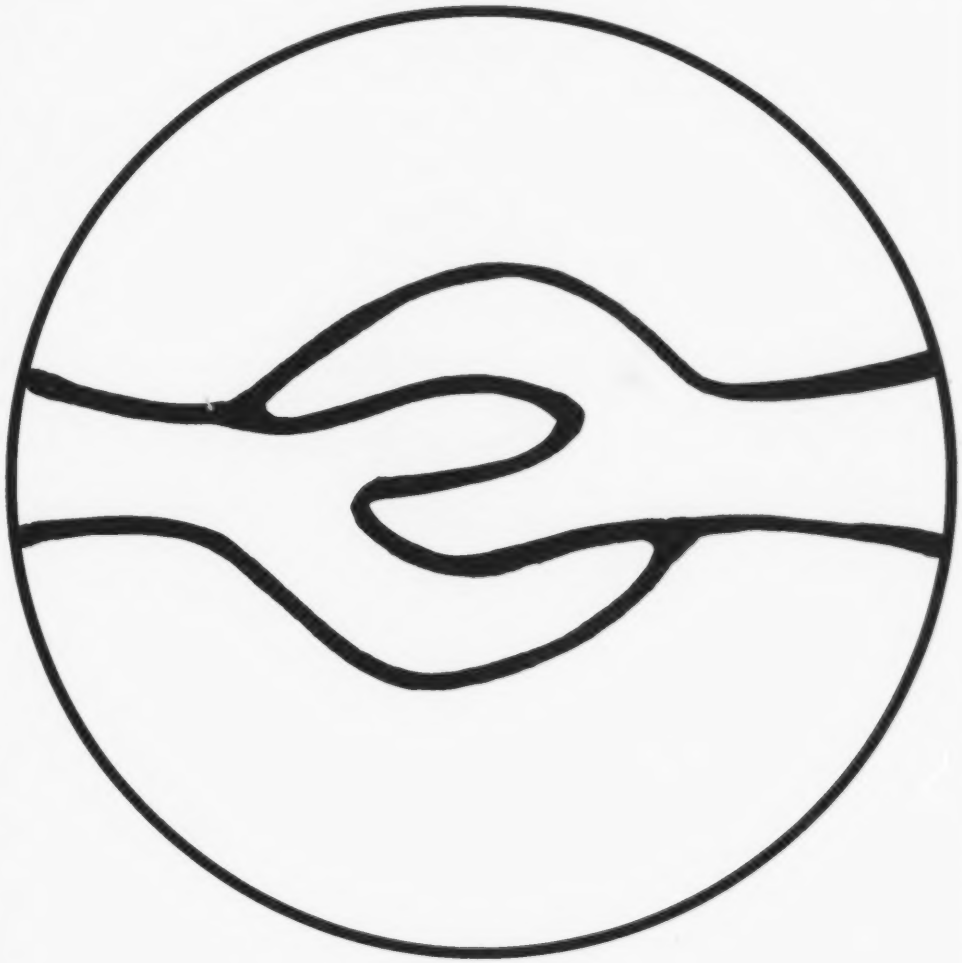

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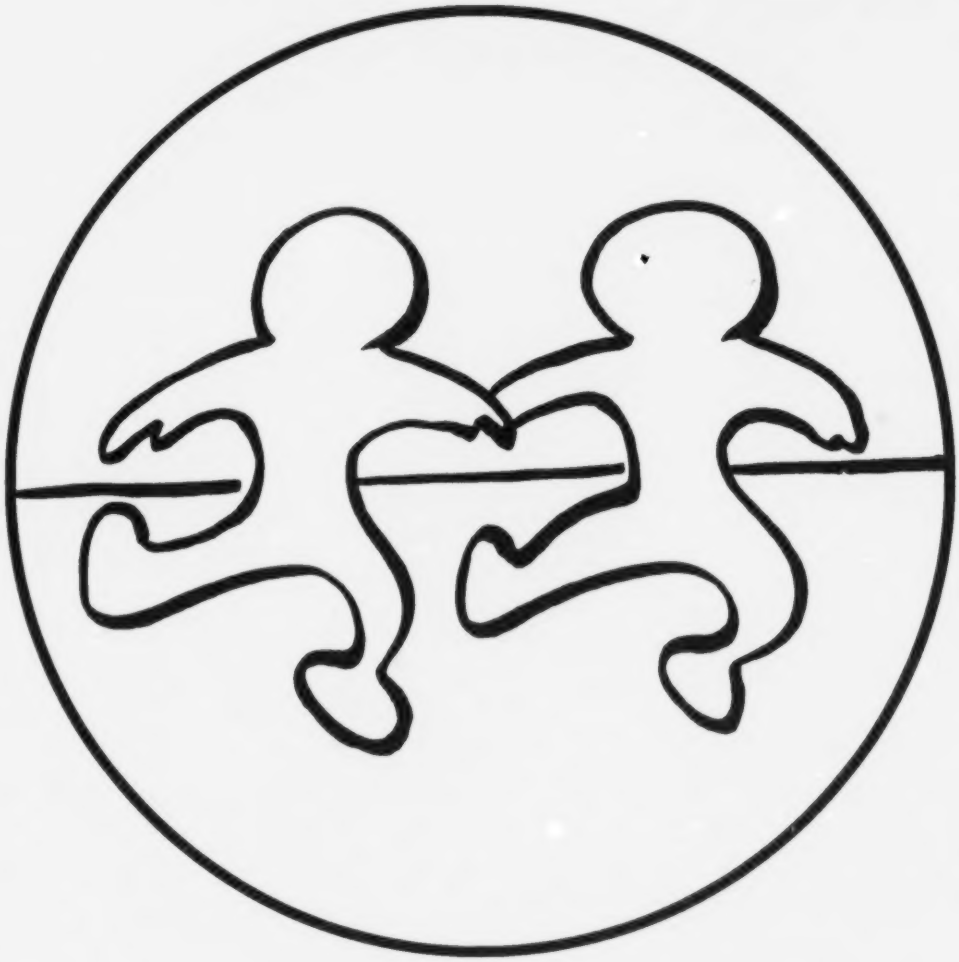

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# 5 Caring for Our Property

## Purpose

To help children learn three important rules for taking care of their things.

## In a Nutshell

Children listen to a story about how some animals take care of things they own. They then make stick puppets and act out the story.

## Get Ready, Get Set...

- Prepare to read the story of **Kenny and Friends** to children.
- Use the puppet patterns to make stick puppets to show children as examples.
- Gather materials for children and copy puppet patterns for each group of four children.

## Materials for Children

- ★ Kenny, Ruffy, Winona Woodpecker and Ricky Raccoon puppet patterns, one set for each group of four children
- ★ pencils, crayons or markers
- ★ glue
- ★ paper plates
- ★ tongue depressors or other flat sticks
- ★ tape

## Here We Go!

1. Read the story **Kenny and Friends** to children. If desired, use the stick puppets you've made to act out the story. Discuss the three important rules mentioned in the story:
   - Put things where they belong. Then they will be there when you need them.
   - Take care of things—don't break them.
   - Keep things clean.

2. Divide the class into groups of four. Distribute the **Kenny, Ruffy, Winona Woodpecker** and **Ricky Raccoon** puppet patterns and materials for the puppets. Give a different pattern to each child in a group. Tell children to color and cut out the patterns and to then glue each figure to a paper plate. Have them tape a tongue depressor to the back of the plate to make the puppet.

   When children have finished their puppets, have them act out the story in their groups. If time allows, have groups present their puppet plays to the class.

## New Words

property

## Where It Fits

art, health, language arts

# Kenny and Friends

Kenny was sitting on the back steps after school one day eating an apple. He watched as his dog, Ruffy, buried a nice big bone near the fence. When the bone was covered with dirt, Ruffy piled grass and bits of leaves on top to hide the spot. Then she came over and lay down at Kenny's feet.

Kenny patted Ruffy's head. "Why do you always bury your bones in the ground, Ruffy?" Kenny asked. He was surprised when Ruffy answered him.

"I have to do that to keep them safe," Ruffy said. "If I just leave them laying around in the yard, someone might come along and carry them away. Then when I wanted a bone, I wouldn't have it."

"Why don't you keep them in your doghouse?" Kenny asked.

"That doesn't work with my friends," Ruffy said. "They don't knock or anything. They just walk in, sniff and take what they want. They don't mean any harm. It's just their way."

Kenny thought about what his teacher had said, "Put things where they belong, and they will be there when you need them." Kenny understood that Ruffy's bones belonged in the ground.

Kenny saw a woodpecker making a hole in the tree by Ruffy's doghouse.

"Stop that!" Kenny yelled. "Don't you know making holes in wood ruins it? If I did that to my desk at school, I'd be in a lot of trouble!"

"Sure you would," said the woodpecker. "We need to take care of the things around us. But I'm just taking a few bugs out of the tree. The tree will feel better, and I'll have a good meal."

"OK," Kenny answered. "I guess that's a good rule, too. Take care of things—don't break them."

"That's right," the woodpecker said and flew away.

"Wow, I never knew animals had the same rules we have for taking care of stuff," Kenny said.

"Oh, yes," Ruffy said, as she stretched out and closed her eyes. "But you should talk to Ricky Raccoon, too."

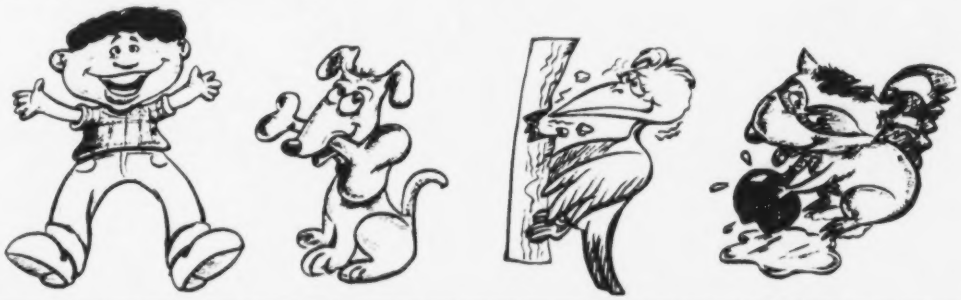
"What does he do?" Kenny asked.

"He washes his food before he eats it," Ruffy said with a yawn. "Keep things clean."

"My teacher says that's a very important rule, too," Kenny remembered. "So does Dad. But I didn't know any animals knew it."

Kenny thought about the surprising afternoon he'd had. Animals had talked to him. He'd learned that some animals took care of things just the way his teacher and his dad had taught him.

"I bet Dad will be surprised when I tell him about my day," Kenny thought.



# Kenny

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# Ruffy

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# Winona Woodpecker

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# Ricky Raccoon

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# 6 Following Directions

## Purpose

To help children understand how following directions helps us do things.

## In a Nutshell

Children talk about giving and receiving directions. They listen to directions and draw a picture. They then follow a recipe to make modeling clay.

## Get Ready, Get Set...

- Gather materials: cassette recorder with earphones, blank cassette.
- Review the **Draw a Picture** teacher page.
- Record the **Listen and Draw** directions on the blank cassette. Set up a learning center for this activity. Stock it with drawing paper and pencils, as well as the cassette recorder and earphones.
- Copy the **Modeling Clay Recipe** and set up a learning center for the activity. See the **Making Modeling Clay** teacher page.
- Gather materials for children.

## Materials for Children

★ drawing paper
★ pencils

## Here We Go!

1. Ask children if they have ever been in a car when the driver had to stop and ask for directions to get someplace. Ask children why we need directions. Explain that directions answer questions, tell us how to do something or tell us how to get somewhere.

Give one child directions to do something in the classroom. For example: Kami, go to the round table at the back of the room. Pick up the storybook that's on the table and bring it to me.

When the child has carried out the directions, ask children the following questions:

- To whom did I give directions? (Kami)
- What did she do? (brought the storybook to you)
- Where did she get the book? (from the table)
- Which table? (the round one)
- How did she bring the book to me? (carried it in her arms)
- Why did Kami bring the book to me? (because you directed her to)

Explain that the child was following your directions. Ask children what might have happened if you had said, "Someone bring me a storybook."

2. Ask children if they have followed any directions today. Explain that we all follow directions all day everywhere we go. Tell children we don't always realize we're following directions because we have memorized directions for many of the things we do often.

   Remind children that when they started school, they had to learn which room to go to, where to go for lunch, etc. If they walk to school, they had to learn and memorize the directions to school. Perhaps they had to learn and memorize which bus to ride.

   Explain that once we learn things, we stop thinking of them as directions. Learning and following directions makes it easier to do the things we need to do.

   Ask children how we learn directions. Who gives us the directions we need? Emphasize that we get directions by listening, looking and reading.

3. Tell children that some directions don't use words. Remind them of the traffic signals they used in the first concept. What directions do traffic signals stand for?

   Ask children if they can think of other ways to give directions without using words (nodding or shaking your head). What body signals mean stop, be quiet, etc.?

4. Distribute drawing paper and pencils. Tell children to listen carefully to the directions you give them. Tell them that if they listen carefully and follow directions, they will draw a picture. Read children the **Draw a Picture** directions.

Discuss what it was like to follow the directions. Did everyone make a picture of a snowman? Show children the cassette recorder. Tell them the tape has more directions on it for them to follow to draw pictures.

Arrange time for children to visit the learning center you've set up to use the tape. Tell children that at the learning center they will listen to each step on the tape and follow each direction to draw more pictures.

5. Tell children that recipes are another kind of directions. Tell them they are going to make modeling clay by reading and following a recipe. Review the recipe with the class to be sure all children understand the directions.

   Divide the class into groups of five. Explain that each child in the group can add a different ingredient to the mix. Then the group members can take turns mixing the clay. Rotate groups through the modeling clay learning center.

## New Words

directions, recipe, rectangle, square

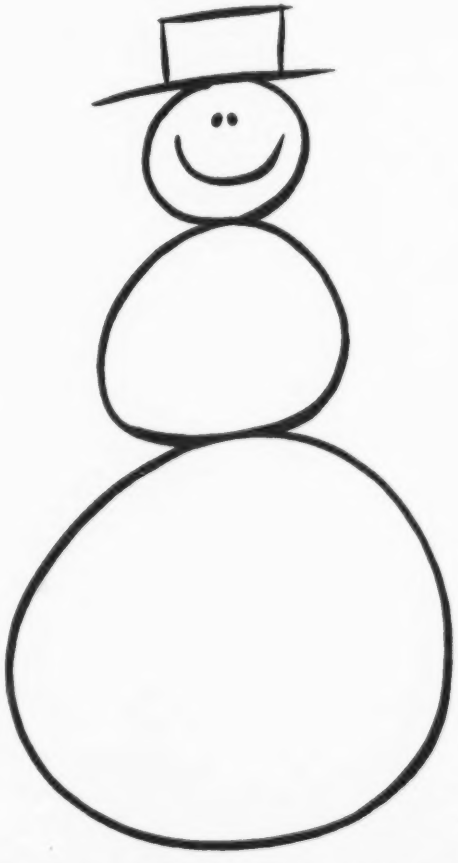
## Where It Fits

art, social studies

# Draw a Picture

Read the following directions, pausing after each one:

1. Draw a large circle.
2. Draw a medium-size circle sitting on top of the large circle.
3. Draw a small circle sitting on top of the medium circle.
4. Draw a hat on top of the small circle.
5. Draw two small dots for eyes inside the small circle.
6. Draw a nice smile inside the small circle.



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# Listen and Draw

Record the following directions on a cassette tape. Pause after each step to allow children to follow it.

**Picture 1 (Cat)**

1. Draw a circle, not too small and not too large.
2. Now draw a circle that sits on top of the first circle. Make this one a little bit smaller.
3. Draw two small triangles on top of the small circle. Do not let them touch each other. Be sure they are pointing up.
4. Now draw two little circles for eyes in the top circle.
5. Draw a smile in the top circle under the eyes.
6. Look at your picture. Do you have a happy cat? Very good!

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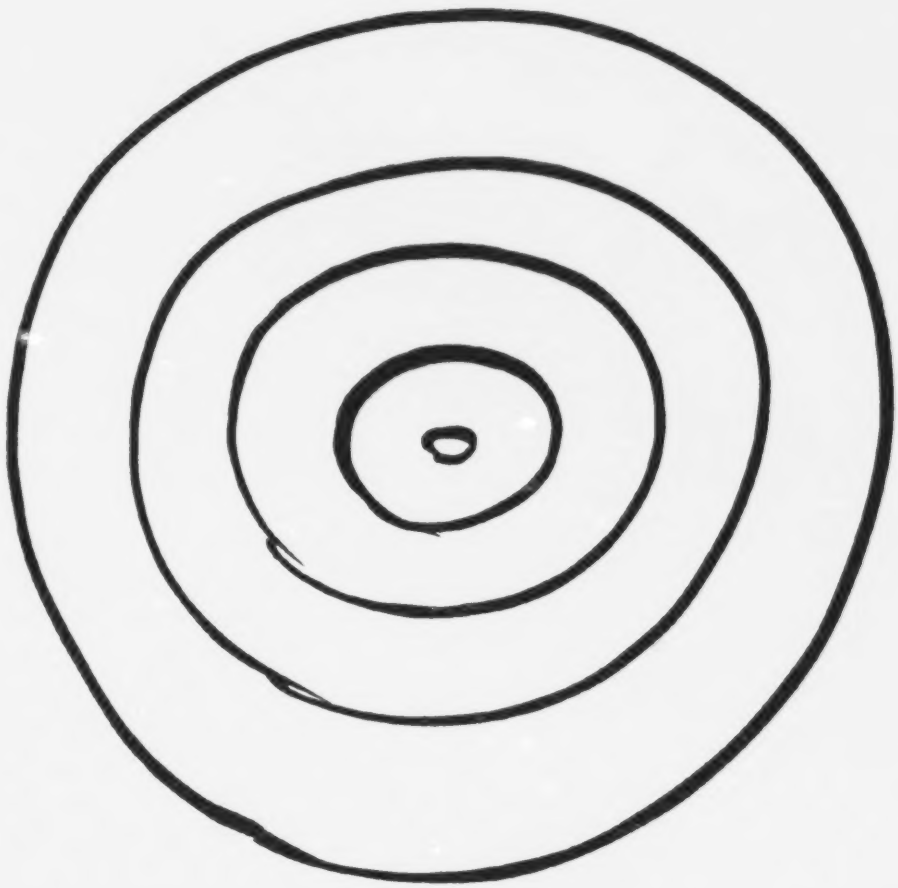
**Picture 2 (Target)**

1. Draw a small circle.
2. Draw another circle around the first circle. Leave space all around the first circle.
3. Draw a bigger circle around the second circle.
4. Draw a bigger circle around the third circle.
5. Now draw one more circle around the fourth circle.
6. Look at your picture. Do you have a picture of a target? Well done!



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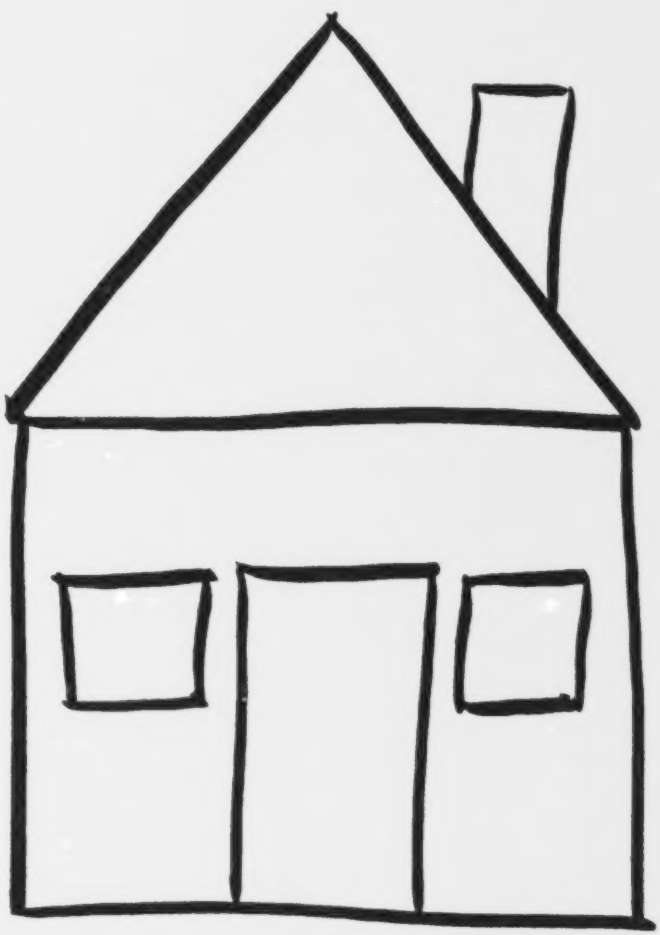
**Picture 3 (House)**

1. Draw a square box.
2. Draw a triangle that sits on top of the box and points up.
3. Inside the square, at the bottom in the middle, draw a small rectangle standing up.
4. Draw a small square on each side of the rectangle.
5. Look at your picture. Did you draw a house? Very good! Now, put a chimney on top.



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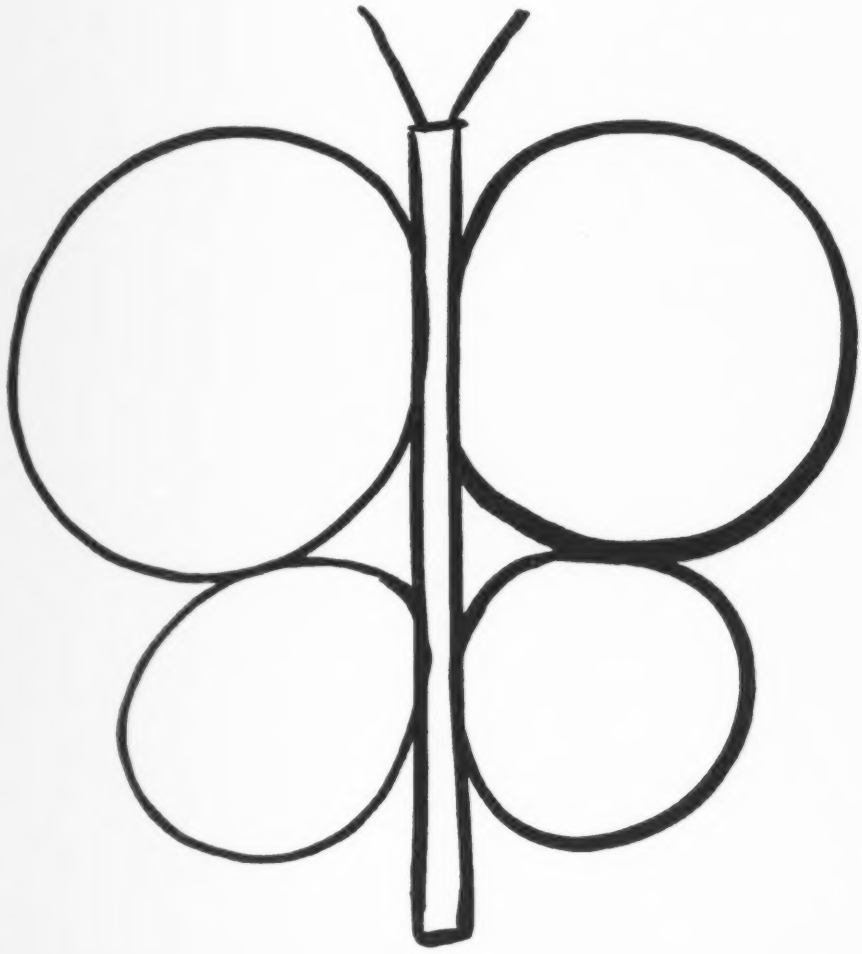
**Picture 4 (Butterfly)**

1. Draw a lollipop stick.
2. Draw a large circle on each side of the stick near the top.
3. Under each large circle draw a smaller circle.
4. At the top of the lollipop stick draw a short line on each side pointing out.
5. Look at your picture. Do you have a butterfly? Good job! Be careful, don't let it fly away!



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# Making Modeling Clay

### Ingredients

- flour—2 cups per recipe
- water—1 cup per recipe
- salt—1 cup per recipe
- cooking oil—2 tablespoons per recipe
- food coloring—a variety of colors

### Equipment

- measuring cups and spoons
- mixing bowls and spoons
- plastic or paper to cover table
- **Modeling Clay Recipe**
- containers to store modeling clay
- paper plates for children to work on
- toothpicks, buttons, etc., for working with clay

### Procedure

Premeasure the ingredients (except the food coloring) and store them in marked containers with lids. Prepare one set of ingredients for each group of five children.

Copy the **Modeling Clay Recipe** and place it in the learning center. Cover the work area with plastic or paper. Let children help you set up the work area with bowls, spoons, paper plates, etc., at each place.

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# Modeling Clay Recipe

2 cups flour
1 cup water
1 cup salt
2 tablespoons cooking oil
food coloring

1. Put the flour into the bowl.
2. Put the salt into the bowl.
3. Put the water into the bowl.
4. Put the oil into the bowl.
5. Stir the dough until the clay is mixed.
6. Add a few drops of food coloring.
7. Stir until the color is mixed in.
8. Share the clay with your group. Have fun making things out of the clay!

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# 7 Doing Our Part

## Purpose

To help children learn the meaning of responsibility and understand that we all have responsibilities to ourselves, our families and our schools.

## In a Nutshell

Children draw pictures of their favorite basic responsibility. They note their most important responsibilities for each day on a calendar to take home.

## Get Ready, Get Set ...

- Set up a bulletin board with a large classroom calendar and the title "Our Responsibilities."
- Use the **Responsibility Balloons** teacher page to decorate the class calendar or a bulletin board.
- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheets and family letter for each child.

## Materials for Children

★ My Favorite Responsibility activity sheet
★ My Responsibility Calendar activity sheet
★ Children and Responsibility family letter
★ pencils and crayons
★ stapler or push pins

## Here We Go!

1. Ask children if anyone has ever said to them, "It's your responsibility." What did that person mean?

   Show children the word card for *responsibility*. Pronounce the word. Let children repeat the word. Tell children that a responsibility is like a job that we are supposed to take care of or do.

2. Ask children what responsibilities (jobs) they have. Let children brainstorm a list of responsibilities of children their age. Responses may include:

   - getting dressed
   - getting to school on time
   - doing schoolwork
   - doing household tasks
   - taking care of a pet

3. Ask children if they have a favorite responsibility. Distribute the **My Favorite Responsibility** activity sheet and pencils or crayons. Tell children to draw a picture of themselves taking care of their favorite responsibilities. Display children's pictures in the room.

4. Ask children if they have ever forgotten to take care of one of their responsibilities. How do they remember their responsibilities?

Tell children that a calendar is one good way to help us remember our responsibilities. Tell them that today they will make a calendar to help them remember the things they need to do.

Distribute the **My Responsibility Calendar** activity sheet. Point out the classroom calendar on the "Our Responsibilities" bulletin board. Tell children to write the name of the current month at the top of their calendars.

Tell children to look at the classroom calendar to see where to mark the first day of the month, then to copy the days from the classroom calendar onto their calendars. When they have copied all the dates, point out today's date.

Tell children to write or draw a picture of the most important thing they have to do today in that square. Let the children take the calendar home to fill in their most important responsibilities for each day.

5. Distribute the **Children and Responsibility** family letter. Tell children to take the letter home with their calendars and share both of them with their families. Suggest that children ask their parents or other family members to help them complete their calendars.

## New Words

calendar, responsible, responsibility

## Where It Fits

art, language arts, social studies

# Responsibility Balloons

RULES HELP US LIVE AND WORK TOGETHER
PEOPLE IN CHARGE ARE HELPFUL
WE TAKE CARE OF OUR THINGS
WE ARE CONSIDERATE OF OTHERS' PERSONAL SPACE
MANY HANDS MAKE THINGS HAPPEN
WE ALL HAVE RESPONSIBILITIES
FOLLOWING DIRECTIONS HELPS US DO THINGS

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# My Favorite Responsibility

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# My Responsibility Calendar for _____

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | | |
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# Children and Responsibility

Dear Family:

Our class has been learning about responsibility. We are learning that being responsible means doing our part (our jobs) at home and at school. To help us remember our responsibilities, we have made calendars on which to write our most important responsibility each day.

Please look at your child's calendar. Ask your child to explain it. Help your child understand what her or his most important personal and family responsibilities are. Responsibilities might include doing schoolwork, helping with household tasks, caring for a pet, dressing and grooming, church or community activities.

We hope you enjoy working with your child as she or he learns to be more responsible.

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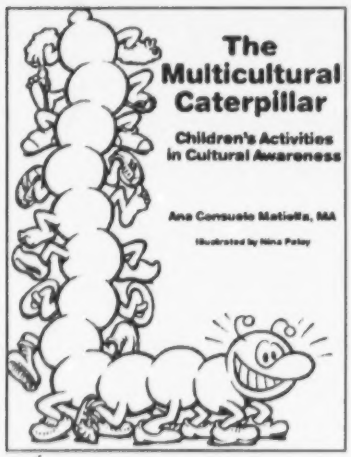


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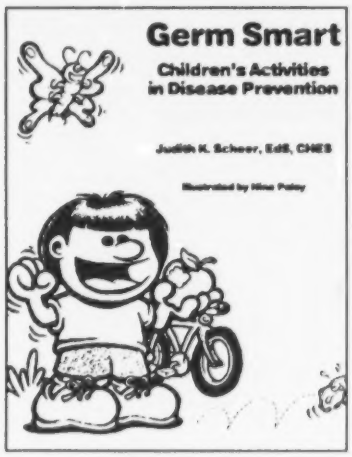


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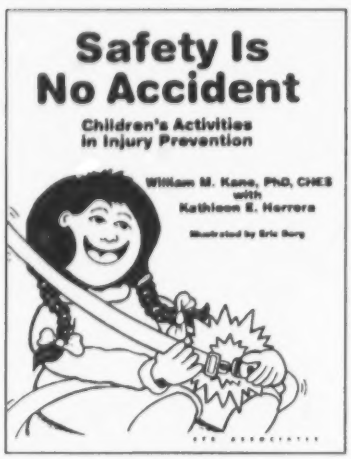


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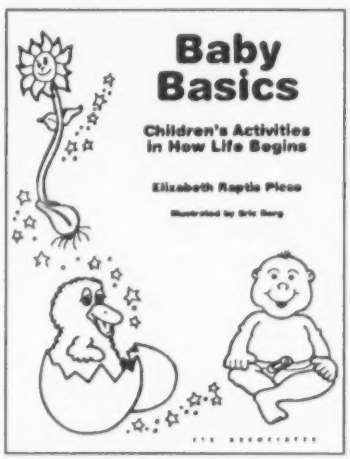


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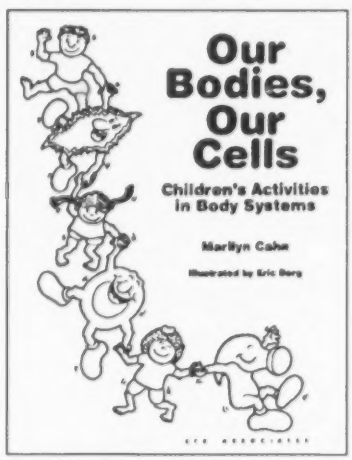


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People share things...
like toys

and books.

People share information...

like directions.

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